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ABSTRACT

This report was produced to mobilize support for those public policies and public-private partnerships which will increase the per capita income and reduce poverty and unemployment for Southerners. The Commission on the Future of the South developed the following 10 regional objectives to be attained for all southerners by 1992: (1) provide a nationally competitive education for all southern students; (2) eliminate adult functional illiteracy; (3) prepare a flexible, globally competitive work force; (4) strengthen society as a whole by strengthening at-risk families; (5) increase the economic development role of higher education; (6) increase the South's capacity to generate and use technology; (7) implement new economic development strategies aimed at home-grown business and industry; (8) enhance the South's natural and cultural resources; (9) develop pragmatic leaders with a global vision; and (10) improve the structure and performance of state and local governments. This report details these objectives, concluding that if they are not addressed, the South will stand still while a bustling world economy moves into the next century and leaves its citizens behind. (LHW)

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The Report of the 1986 Commission on the Future of the South

Halfway Home And a Long Way to Go

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The Report of the 1986 Commission on the Future of the South

HALFWAY HOME AND A LONG WAY TO GO

SOUTHERN GROWTH POLICIES BOARD

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The Honorable William F. Winter
Chairman, 1986 Commission on the Future of the South

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The 1986 Commission on the Future of the South

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Ms. Harriet Zimmerman, National vice-chairwoman of United Jewish Appeal, Atlanta, Georgia.

Background

The specific goal of the 1986 Commission on the Future of the South is to produce "a short, readable report to the people of the South which can be used by governors, legislators, and other leaders to mobilize support for those public policies and public-private partnerships which will increase the per capita income, reduce poverty, and reduce unemployment for Southerners by 1992."

Arkansas Governor Bill Clinton
Chairman, Southern Growth Policies Board

The interstate compact agreement which established the Southern Growth Policies Board in 1971 calls for the Board to prepare a Statement of Regional Objectives every six years. This Statement is intended to recommend strategies for approaching regional problems and to identify projects of regional significance. The process that has emerged for identifying these objectives has become known as the Commission on the Future of the South.

The first Commission convened in 1974 under Georgia Governor Jimmy Carter's chairmanship; the second in 1980 under South Carolina Governor Richard Riley's. This year's Chairman of the Board, Arkansas Governor Bill Clinton, appointed a blue-ribbon panel of twenty southern leaders from the public sector, business world, and universities. Former Mississippi Governor William F. Winter was selected to serve as Chairman of the Commission.

The formidable task before the 1986 Commission has been to address the challenge set forth by Governor Clinton, cited above. In the words of Governor Winter, "the heart of the problem has been to find a solution to the dilemma of the two Souths which are rapidly growing farther apart. One is represented by the popular image of the modern Sunbelt. But there remains that other South, largely rural, undereducated, underproductive, and underpaid that threatens to become a permanent shadow of distress."

The full Commission held its organizational meeting in Atlanta in January 1986. At its next meeting in March, Governor Winter appointed three working committees on topics identified as critical to the progress of the region: Human Resource Development; Technology and Innovation; and Government Structure and Fiscal Capacity. The committees held seven public hearings across the South taking testimony from 77 expert witnessess and receiving written testimony – including commissioned papers – from many others.

The full Commission assembled again in May in Atlanta to hear reports concerning five "cross-cutting themes" whose impact upon southern economic development would be considered in all Commission deliberations. These themes included concerns about equity, the internationalization of the southern economy, disparities in the economic progress of urban and rural areas, capital and infrastructure issues, and quality of life. Consultants prepared written reports about each of these cross-cutting issues. In addition, they contacted hundreds of individual Southerners and groups to gather information for their reports.

Upon the conclusion of the public hearings, each committee drafted a report which outlined its findings and recommendations. The three committee reports and five cross-cutting reports were presented at the fourth meeting of the full Commission in September at the Graylyn Conference Center in Winston-Salem, North Carolina. Through a series of lengthy roundtable discussions, the Commission crafted the ten strategic objectives which are presented here in the the final Commission report.

The final report of the 1986 Commission on the Future of the South was presented in November to the full Board of Directors of the Southern Growth Policies Board at its 14th Annual Meeting in Little Rock, Arkansas.

Charge to the Board in Establishing the 1986 Commission on the Future of the South

Governor Bill Clinton, Arkansas
Chairman, Southern Growth Policies Board
(1985-86)

The opportunity in 1986 to be a part of the Commission on the Future of the South is especially important to me, because my state will be 150 years old this year. For most of that 150 years we have been like much of the South: rural, poor, and proud...always seeking elusive dreams and wanting something we knew we deserved and never have quite been able to achieve.

As we take this unique opportunity to look at the future of our region moving toward the 21st Century, I think we should ask ourselves some very searching questions. Can the South at long last achieve a standard of living that is equal to or beyond that enjoyed by the rest of this country? Can we at long last have the range of educational and economic opportunities that our people certainly deserve and clearly need? Can we do it in every state, in rural as well as urban areas, for blacks as well as for whites? How can we maintain an almost laser–like concentration on the education reform issue for at least a decade?

I am optimistic. I believe that the kinds of economic and structural changes which have occurred may make it possible for us as a people to achieve for the very first time the economic status that the character and values and strength of our communities and our people merit. But, I am also mindful of the fact that our optimism may be founded more on faith than light, as it has so often been in the history of the South. I hope that this Commission report can be very specific in identifying the things that we have to do if we are going to answer those questions. And I hope it will be the kind of report that we can implement in the years ahead.

One thing is paramount. None of our states can ever be what we hope they will be if we have an increasing percentage of people living below the poverty line and no constructive response to it. If we have learned anything in the South better than the rest of the country, it is that we are going up or down together as a people. Because of our history and because of the progress we have already made, we should take upon ourselves the commitment to prove that our country can achieve excellence with equity. I am absolutely convinced that it can be done and it ought to be done in the South, better than and before any other region.

And, finally, let me say that we should never forget why we are doing this. In Hot Springs, Arkansas, twenty-three years ago, as a boy of seventeen I saw Dr. Martin Luther King, Jr. make his "I Have a Dream" speech on television. I will never forget one thing he said that now means more to me than anyting else. He said that he hoped one day his four little children would be judged not by the color of their skin but by the content of their character. I would like to see the people who live in my state and in my region be judged by the content of their character, but it will never happen until every child, by dint of his or her effort, can get a decent education and a decent, nationally competitive set of economic opportunitites. And that is why we ought to do our best to chart the future of the South in 1986.

Exerpted from Governor Bill Clinton's inaugural address as Chairman of the Southern Growth Policies Board, June 1985, Atlanta, Georgia.

The Ten Regional Objectives

- **Provide a Nationally Competitive Education for All Southern Students by 1992**
- **Mobilize Resources to Eliminate Adult Functional Illiteracy by 1992**
- **Prepare a Flexible, Globally Competitive Work Force by 1992**
- **Strengthen Society as a Whole by Strengthening At-Risk Families by 1992**
- **Increase the Economic Development Role of Higher Education by 1992**
- **Increase the South's Capacity to Generate and Use Technology by 1992**
- **Implement New Economic Development Strategies Aimed at Home-Grown Business and Industry by 1992**
- **Enhance the South's Natural and Cultural Resources by 1992**
- **Develop Pragmatic Leaders with a Global Vision by 1992**
- **Improve the Structure and Performance of State and Local Governments by 1992**

HALFWAY HOME AND A LONG WAY TO GO

During the 1970s, the fabled "New South" seemed to become at long last really *new*, not just an Old South painted over. After 100 years as a prodigal region, this New South appeared to be coming home to the national family. There were glowing economic reports from the country's Sunbelt; blacks and whites were experiencing brotherhood there; and a Southern state had supplied a homegrown President of the United States.

But now it is 1986, and that prodigal South is still on the road. Despite a century of hard traveling since New South prophet Henry Grady, then editor of the *Atlanta Constitution*, pointed the way, today's South has come to another crossroads...still, as Governor Bill Clinton of Arkansas says, "halfway home and a long way to go."

Why are we taking so long to become fully at home in the modern global village? What has delayed the New South's transformation into the Promised Land it always seemed?

LOOKING AT OURSELVES

For one thing, many Southerners have not even been making the journey.

The sunshine on the Sunbelt has proved to be a narrow beam of light, brightening futures along the Atlantic Seaboard, and in large cities, but skipping over many small towns and rural areas. The decade's widely publicized new jobs at higher pay have been largely claimed by educated, urban, middle-class Southerners. Although their economic progress has lifted southern per capita income to 88 percent of the national average, millions of us – approximately the same number as in 1965 – still struggle in poverty. While nine million new jobs are projected for the region by the year 2000, too many workers in obsolete jobs are not being retrained for the next century's technical and service careers. In the South's long, even commendable, journey of progress, too many are left behind with education and skills which better prepare them to function in Henry Grady's Atlanta of 1886 than in Andrew Young's of today. They can read the ripeness of a tomato or the sky's forecast of rain, but not the directions for installing new machinery.

Twenty years ago, when the national unemployment rate was near four percent, people with grade school educations could still find jobs. Today, the will to work must be matched with the skill to work. For all their struggle to hold onto vanishing jobs, some of our citizens have settled into a quicksand of poverty at the very bottom of southern society. Schools have been unable to lift them out, because the South, despite recent improvements, still spends below the national average per pupil, has higher rates of adult functional illiteracy, reports lower scores on college entrance exams, graduates fewer high school students and sends fewer of them to college, and has a population in which one-fourth of white adults and 37 percent of black adults dropped out of school by grade eight.

Facing the 1990s, the South must decide how to rescue those Southerners left behind. They are not strangers. They are not people too lazy to work. Often they are neighbors who did not leave their jobs but whose jobs left them – some moving to Taiwan and Bangladesh and Hong Kong and Mexico where wages are often less than a dollar an hour.

Our need is not so much for greater charity from one neighbor to another, but for greater parity to bring forward all the South's neighborhoods at once. A fortunate middle class, even with all the goodwill in the world, cannot long afford to drain away tax money merely helping people *endure* poverty. The real help to neighbors and ourselves occurs each time one Southerner *escapes* poverty to become a full partner in economic progress.

A region divided cannot stand, much less move ahead. Two hundred years ago, it was vital that America be unified by declaring her independence. Today, it is urgent that the southern people recognize their *inter*dependence with one another and with the world.

LOOKING AT THE WORLD

Moving forward from these crossroads in 1986 requires knowledge of a world atlas as well as a road map. Few Southerners can grasp how rapidly the Mason-Dixon line has been effaced by lines of latitude and longitude expanding outward from the South around the globe, the way water ripples used to spread across the old swimming hole. Today's leaders in regional business, finance, agriculture, and government, are lifting their eyes from that safe, local waterhole to view with some shock the economic panoramas beyond the Atlantic and Pacific.

The opportunity offered by world markets is balanced by the challenge of world competition. Imports have increased job losses in many southern industries. Export markets, especially in agriculture, have been seized by other countries. Regional firms have grown into international firms. Some businesses which came South seeking cheap land and labor have now moved to other countries where production is much cheaper. On the other hand, over three-quarters of a million Southerners work for foreign-owned firms and over one and a quarter million in jobs directly related to manufacturing exports.

These changes have produced a brand new form of interdependence which requires the South to think regionally and globally at the same time. In 1776, the author as well as a third of those who signed the Declaration of Independence came from the South. Today we must accept and declare our "Interdependence," first among citizens and institutions in the region; second, between the region and the world.

LOOKING AT WHERE WE'VE COME

The familiar song says that old times in Dixie are "not forgotten." William Faulkner adds that in the South the past is not only not forgotten – it's not even past! History is to a people what memory is to an individual, and too often the Old South preferred the past, resting by the roadside swapping tales of yesterday, postponing changes until the weather cooled, the crops were in, or the moon was in the right phase.

We dare not retrace that long, weary road. To honor the past is one thing. To prefer it will cost us the future.

We are already carrying into that future as heavy a load of past mistakes as past glory. If part

of the burden of history is a poor underclass now threatening to become permanently mired in poverty, if one of the South's surprises is how a wall of isolation, like Jericho's, has tumbled almost overnight, we must now decide which parts of our past need preserving and which need to be discarded.

The Commission praises, for example, the restoration of historic buildings and main streets; it applauds efforts to keep the South green and natural. It finds that our reverence for strong personal relationships and family values is an enduring strength. We must save the best of what we inherited and bequeath it to the next generation.

But there are old mistakes and problems we need not pass along. Other self-proclaimed "New Souths" have dragged behind them like long, old chains the inevitable outcomes of the plantation system, secession and reconstruction, sharecropping, low-wage factories, and segregation. Decades after old economic systems have vanished, their high human cost remains.

As Robert Penn Warren has said, examination of the past should be done in order "to find what is valuable to us, the line of continuity to us and through us." Whatever the South failed at yesterday can be turned to success tomorrow; what it lost can be restored; what it dreamed can be made real...but change will prove tough and expensive.

Can we afford to make high-priced changes when budgets are tight? Can we afford not to?

The South has never had its own money to burn, and no longer has Washington's. With too much need and too little money, the South must spend local, state, and federal money where return will be highest. Additional public revenues may be needed if today's investments are to earn prosperity tomorrow.

Where are the South's best investments? After long study, the Commission concludes that the best way to buy shares of the future with guaranteed profit is to invest in the interdependent lives of Southerners themselves.

LOOKING TO TOMORROW

The Commission believes that the South, halfway home and a long way to go, can bring all its people into the 21st century, but its recommendations may not seem easy. In fact, the following recommendations represent hard advice.

Some among us may want more emphasis on praising the progress that the South has already made. Good news and bad news were, indeed, received by the 1986 Commission on the Future of the South as it held public hearings across the region. The best news was that many of the recommendations made by the Commissions in 1974 and 1980 have been heeded and enacted by southern leaders who deserve praise for leading us "halfway home." For example, despite our lower incomes, relatively small tax base and large educational needs, Southerners have recently begun investing the same percentage of income as other Americans in public schools, and an even higher percentage in college education.

But we cannot rest upon these laurels. In 1992, when the next Commission on the Future of the South surveys the region, it is hoped that many of the interdependent problems so worrisome in 1986 will have been solved, that many of the interdependent hopes so vividly expressed in 1986 will have been realized.

Late in 1776, when the Republic was new and hopeful, Tom Paine's *American Crisis* may have seemed hard advice to a few. Most read in it a call to service which would sustain them through the hard winter ahead. Paine emphasized that loyal citizens who would reap the blessings of freedom must "undergo the fatigue of supporting it." Two hundred years later, if the South wants to build future blessings in a prosperous future for all, its leaders and citizens must do fatiguing work to achieve it.

Like Paine, the 1986 Commission is sounding a call for action. To solve overlapping problems, to earn full economic membership in the national and world economy, to see our citizens earn a good living in a society which still preserves the good life, the South must make a full commitment to capitalize its most natural resource of all: *61 million human beings.*

THE 10 REGIONAL OBJECTIVES

After its careful look around the South in 1986, the Commission adopted 10 specific objectives. Behind each one is this general premise: unless we *all* move forward, nobody's going very far; unless we all work for the common good, there won't be any.

The Commission's 10 objectives, all interdependent and important, for moving toward that common good by 1992 are as follows:

- **Provide a Nationally Competitive Education for All Southern Students by 1992**
- **Mobilize Resources to Eliminate Adult Functional Illiteracy by 1992**
- **Prepare a Flexible, Globally Competitive Work Force by 1992**
- **Strengthen Society as a Whole by Strengthening At-Risk Families by 1992**
- **Increase the Economic Development Role of Higher Education by 1992**
- **Increase the South's Capacity to Generate and Use Technology by 1992**
- **Implement New Economic Development Strategies Aimed at Home-Grown Business and Industry by 1992**
- **Enhance the South's Natural and Cultural Resources by 1992**
- **Develop Pragmatic Leaders with a Global Vision by 1992**
- **Improve the Structure and Performance of State and Local Governments by 1992**

I. PROVIDE A NATIONALLY COMPETITIVE EDUCATION FOR ALL SOUTHERN STUDENTS BY 1992.

Southern states were the first to respond to the clarion call of *A Nation at Risk*, the 1983 Report of the U.S. Commission on Excellence in Education. Indeed, some states anticipated its findings, and began improving their public schools well before the national outcry for better public education hit the press. Southern governors and legislators have remained in the forefront of the reforms throughout, setting the pace for the rest of the nation in terms of educational innovations and new investments.

The South may have set the pace, but it also started farther back than the rest of the nation. We still spend 20 percent less per student than the national average, and only 68 percent of our ninth graders graduate from high school. Our seniors score lower on college boards than those from most other states. We are still behind on per capita spending and teacher pay.

We also have proportionately more school-age children and proportionately less public money to spend. The South must be careful and innovative as it invests not only in instruction in the basic three r's but the more complex r's which the next century requires: reasoning, research, and rhetoric.

Too many southern school districts can barely afford to buy current textbooks, much less the computers, telescopes, and laboratory equipment which allow students to do more than simply memorize facts. While we need this investment in basic education, we must also recognize that in tomorrow's world nothing will be more basic than creative thinking. We cannot simply support an inflexible education, which is to real learning what paint-by-number sets are to real art. Curriculum reform and creative teaching methods are needed.

There is a growing readiness in the South to pay more for public education because we still have much to do to secure the new education that today's students will require in tomorrow's world.

Continuing investment in public schools can make southern students nationally competitive as thinkers and doers in the next century's workplace, one which will be as intricate as a microchip and as far-reaching as the globe.

- **Pay the Price of Educational Reform by Raising State and Local Investments in Public Education by 1992**

It will take more money just to maintain the region's present momentum in school improvement. The minimum increase in budgets to fund existing reform measures is just under four percent per year (in real dollars) until 1992, although making the current system more efficient might offset these new costs. Since school districts vary in their ability to raise money, states should allocate funds through equalization formulas. Even the poorest, most rural schools must be able to offer their children a first-class preparation for life.

- **Insist on the Highest Quality of Public School Teachers**

Reports from the Carnegie Task Force on Teaching as a Profession and the National Governors' Association agree that the second wave of education reform depends on upgrading standards of the teaching profession, by giving teachers more freedom to be innovative and by

revamping their pay system. Their knowledge and experience should be consulted when formulating new programs and policies.

Asking higher standards for the teaching profession is only a start. Behind it lie the need for better teacher education, the importance of rewarding teachers for their own and their students successful performance, and the development of public recognition that quality education costs money.

- **Provide More And Better Pre-School Programs**

Most southern states now have mandatory kindergarten programs. Those that don't, should. Pre-school programs are also needed for four-year-olds, especially those considered "at-risk." Cost estimates for such programs are $3500 to $4000 per pupil enrolled, but total costs can be reduced by Federal Head Start dollars available to poor three and four-year-olds. Research shows that these investments made early enough in children have a three to one payback when they become working adults.

Parents, the major educational influence on young children, should be included as participants in early education, not only to make the programs fit their families' needs, but to improve their skills as parents.

- **Enforce School Attendance, but Find More Flexible Structures to Encourage Students to Drop-In, Not Drop-Out**

Compulsory school attendance laws need enforcing to keep students off the streets and at their desks. Because these laws only apply to students up to age 16, teenagers do drop out. For them, as well as for marginal and working students, high school programs and schedules should become more flexible. Teenagers could still finish school if allowed to arrange courses flexibly, with provision for work hours, evening classes, or reduced course load. Too many high school dropouts learn too late to see the handwriting on the wall – if they could only read it – and these join the ranks of other adult functional illiterates. Even if their diplomas take five or six years to earn, education still opens doors to employment which would otherwise be locked.

- **Educate Students about the Risks of Substance Abuse**

In 1983, 41 percent of seniors in southern high schools had tried illicit drugs. Effective health education programs, not just law-and-order lectures, are needed in all grades to prevent alcoholism and drug abuse. Parents, social workers, educators, and those heroes and heroines whom students respect – for instance, in sports and entertainment – must recognize their interdependent responsibility. Together they can teach students not to cripple themselves and their futures by substance abuse.

- **Use Fair Evaluation Tests More Extensively**

A culturally fair test will identify what a student needs to know without passing judgment on that individual. Testing should not limit itself to measuring routine skills or asking that basic competencies be parroted back. Better tests need to be developed to evaluate student problem-solving, reasoning, and communication skills, and teachers must be encouraged to nurture such skills. A good test will not only evaluate the performance of the pupil, but also the skill and relevance of the school's instruction.

II. MOBILIZE RESOURCES TO ELIMINATE ADULT FUNCTIONAL ILLITERACY BY 1992

The level of functional illiteracy in America is a disgrace. The South has an even higher proportion of adults who lack the basic skills to participate fully in the modern world. The loss of human resources is the consequence of schools that have not always served all people equally, as well as economic systems built on low-wage, low-skilled employment. One in four southern adults never went beyond the eighth grade; for black adults, the figure is three out of every eight. These Southerners have learned personally what society learns in general – that education is never as expensive as ignorance.

Not only does ignorance drain individual success, it also drains the public purse. Functional illiterates earn 44 percent less than those with a high school diploma, are more likely to resort to crime, and are highly dependent on welfare.

Reaching apprehensive, perhaps anxious, adults is not easy, and literacy tutoring and counseling cost time and money. Governments have never been willing to pay the price, spending less than $100 per adult compared to $3000 annually for each school child. Although devoted volunteers donate long hours, they reach barely three percent of those who need help.

If these Southerners who need help with literacy are to move ahead into a new and changed economy, we must improve public education today, and we must also help those whose education was stunted yesterday.

- **Launch State Task Forces on Adult Functional Illiteracy in 1987**

Blue-ribbon task forces, appointed by governors in every state, should examine needs, evaluate costs, and recommend a permanent mechanism for reducing adult functional illiteracy. Adults who need help should be encouraged to come forward without stigma or shame. Community leaders should spearhead efforts to obtain funds for these programs.

- **Provide Resources Commensurate to the Task Now**

Reaching so few functional illiterates with such scant financial assistance is like throwing snowflakes on a fire. Though volunteers do splendid work, they can't meet so many needs alone. Sufficient money must be provided to offer adult basic education in the most effective ways, one-to-one or in small groups.

States must also spend money to publicize both the need and the programs, to attract and train good volunteers and professionals, and to expand successful existing programs. Since adults without high school diplomas must work very hard to earn barely half the income of their more educated neighbors, every cent provided is an investment in a more productive employee, citizen, and taxpayer.

- **Charge Strong Community College Systems with the Responsibility for Adult Literacy Programs**

Many southern states have an extensive network of two-year, post-secondary schools that work well with with adult students. Those that do could coordinate intensive programs on campus

and also establish coalitions with churches and volunteer organizations to reach out to functionally illiterate adults wherever they are. Schoolrooms with cramped desks and perhaps unhappy memories may not attract these adults, while a church, community center, or neighbor's kitchen may be more convenient, more hospitable, thus more effective.

- **Use More Television and Telecommunications**

The rural and isolated functional illiterate is especially hard to find, reach, and teach. South Carolina has found those adults through a three-year literacy program begun in 1984, concentrating on six counties per year. An interdependent network reaches out to train tutors and match them with adult functional illiterates, combining resources of the state library system, the Office of Adult Education, the State Library Association, and the Office of Adult Education.

During 1986, public and network television programs have brought into American living rooms the faces and ambitions of these functional illiterates, and helped us understand illiteracy as a national problem we all share. Further use of television and telecommunications can be a cost-effective way not only to bring Hamlet to every hamlet, but also to explain the a-b-c's and the three r's. Kentucky Public Television, for example, has pioneered a successful high school equivalency program.

III. PREPARE A FLEXIBLE, GLOBALLY COMPETITIVE WORK FORCE BY 1992

A flash-flood of change rushing over the South has left many workers stranded. Our economy has traditionally been dependent on the two sectors hardest hit by present economic trends: row-crop agriculture and low skill manufacturing. Farmers now compete with wheat and rice farmers in India. About 30 percent of rural workers are operators, assemblers, and fabricators, many of them in declining or departing industries. As manufacturing retools from low to high skill and relies less on labor and more on technology, the currents of rapid change will leave some of the South's labor force high, dry, and unemployed.

Changing demographics will also alter the nature of the South's work force. There is a shrinking pool of teenagers, all of whom will need to remain in school long enough to graduate. Between now and the year 2000, two-thirds of those entering the work force will be women, and three out of 10 will be minorities. Increasingly mobile workers will stay in an occupation only three or four years before moving on; our young people must have the flexible educational background that allows them to change jobs six or seven times in a lifetime. Because the South already lags behind in shifting its economy toward information and technology, it must not only develop new members of the work force, but retrain the two to three percent who will need new skills every year.

Tomorrow's jobs will change: from rural to urban settings, from old manufacturing methods to technological services, from low to high skill, from local to international competition. This increasing complexity means that every link in the chain of education from pre-school through graduate programs will be under strain as the South struggles to raise the standard of living by raising everyone's standard of thinking. Even while public schools are teaching flexibility and creativity, two-year post-secondary schools must train and retrain the work force. Simultaneously, higher education will need to produce and keep current a new generation of scholars, scientists, engineers, businessmen and government leaders. Not only are the South's people interdependent, but the South's problems also call for concerted action on solutions which overlap and interact.

- **Revamp High School Vocational Education by 1992**

For the 21st century, vocational education programs must prepare students for occupations while helping them learn and apply basic skills. Such programs offer alternatives for those students tempted to drop out of school, yet they must not become havens for students escaping from trouble with reading or arithmetic.

Getting a minimal job is no longer the point. Obtaining skills which are basic and portable to many jobs is vital. Because good vocational education is expensive, schools can avoid duplicating costly programs by allowing well-prepared 11th and 12th graders to take specialized course work at two-year schools.

- **Make Community Colleges Responsible for Federal Vocational Education Funds**

Most southern states assign federal vocational education funds and programs to elementary and secondary education departments. Since increasing responsibility for job-specific training will fall on two-year post-secondary schools, this responsibility belongs with strong community college

systems in those states that have them. Governing boards of two-year institutions should test the effectiveness of what is being taught in these programs against what the area's best jobs require.

- **Improve Child Care**

Parents can concentrate on work only if they are not worried about their children. States must examine ways to expand and improve child care. Possibilities include using school buildings after school and all year, and encouraging private day-care through innovative incentives.

- **Form Rapid Response Teams to Mitigate Job Displacement**

When a plant closes, or a business cuts back its work force in a small community, the local economy can be devastated. South Carolina offers one model to mitigate such effects. Its rapid response teams fan out even at rumors of layoffs or shutdowns. Coordinated by the state, team members represent every agency dealing with work force problems. If possible, teams try to save a plant or find a buyer; where the problems can't be solved, they concentrate on retraining displaced workers and finding new jobs.

Similar organizations, which recognize the interdependence of government, private enterprise, and labor could do the same in other states. Not only can they coordinate aid programs already available, but they can also find new sources.

IV. STRENGTHEN SOCIETY AS A WHOLE BY STRENGTHENING AT-RISK FAMILIES

Using normal 20-20 hindsight, it's natural to assume that today's problems should have been foreseen, even prevented, by predecessors. Nowhere is this reaction stronger than in education. Professors know that high school teachers should have done better; these, in turn, see clearly what the junior high and grade school should have done; from First Grade, a multitude of teachers frown toward the home, the kindergarten, and modern society in general. This search for prior cause sometimes stretches back so far there seems no one to blame but Eden and the snake.

But southern policymakers have never found one convenient devil to blame. One snake leads back to another; in the end there's a whole nest to hoe out at once – poverty, poor health, drug abuse, teen pregnancy, domestic violence, infant mortality, alcoholism, and welfare dependence.

If investing in schools from first to last is to pay off in economic development, the South cannot ignore those interdependent social problems which poison life and drag the whole system down. Unsolved social problems turn into sinkholes for public funds.

To pretend that such sinkholes do not exist, or to react to them only with charity, is not enough. Today's southerners can accept self-interest as the motive for action on problems which concern the whole populace.

Consider, for instance, that the number of children in poverty increases daily. These trapped, disadvantaged children will grow up to be the discouraged, low-income adults upon whom we must depend for support tomorrow, when we retire. Consider that the lower productivity of so many families guarantees that the future South will have higher rates of poverty, infant deaths, and teen pregnancy. At the same time, we will be able to collect fewer taxes to pay for bandaging these running sores.

Though more of the working poor struggle to support themselves here than anywhere in America, we provide less health care and decent housing for them. It is harder to qualify for welfare in the South than in the rest of the nation and payments are lower.

The South needs to stop being penny wise and pound foolish. Early treatment of social ills is the only practical approach. Should the whole southern economy be dragged down by lowered productivity among Southerners earning bare survival incomes?

To get its long-run money's worth, the South must decide where to spend today in order to prevent higher, harder costs tomorrow.

- **Change Welfare Eligibility and Benefits to More Closely Reflect the National Average by 1992**

Southerners should set the minimum eligibility level for benefits under Aid to Families with Dependent Children (AFDC) at no less than 50 percent of the federal poverty level. By 1992, also, the South should raise combined AFDC and food stamp benefits to 75 percent of the poverty level. They should also include the unemployed parent option as South Carolina does. (This means that two-parent families with an unemployed breadwinner can still receive benefits.) We should match this investment by requiring recipients to attend programs in remedial education, parenting, or job training aimed at employment available in the area. Some will need help with travel or child care on the way to becoming self-sufficient.

- **Support Health Clinics in Conjunction with Schools**

Good health and family planning clinics have been shown to reduce the incidence of teen pregnancy and also to provide preventive health services to young people who might not otherwise visit a doctor. States should examine successful school-based clinics, some funded privately or by fees. The need for such clinics is especially acute in rural areas where the school, as a community center, is its logical location.

- **Extend Medicaid Coverage**

As the Southern Governors' Association has recommended, the South should provide Medicaid to all pregnant women and infants below the poverty level by 1988. By 1992, we should further extend Medicaid to all children up to age 18 who fall below the poverty level. Changes in federal law to provide matching funds will be necessary.

- **Take a Case Management Approach to Social Services**

The needs of family members touch and overlap. We can save money while providing easier, more efficient service, by offering the total package in one place to the family, with fewer papers and files and less fragmentation of effort.

Because it is a natural reflex of any bureaucracy to resist streamlining, strong state leadership will be needed.

V. INCREASE THE ECONOMIC DEVELOPMENT ROLE OF HIGHER EDUCATION BY 1992

While higher education can be the power station that energizes an entire society, with a few shining exceptions the South has an inadequate system. It is not that the South underspends on higher education; it simply doesn't get its money's worth. Too often, politicians have indulged the whims of constituents, adding programs with little regard to cost, merit, or duplication. Too often, education administrators have focused on attracting more students, not on increasing quality or relevance of the education and research they administer.

It is hard for either legislators or government leaders in the state capital, faced with so many diverse state institutions and their different agendas, to understand the power-grid of higher education – much less to use it fully to serve all the state's citizens. State authority both to take a broad view and to plan wisely for a long future is often badly splintered.

At the institutional level, decisions can also be difficult for administrators who may have little control over their programs save the power to increase budgets through increased enrollments. Other improvements – in institutional performance, better success rates in graduate placement, and academic recognition for new programs – often go unnoticed and financially unrewarded. Lacking a payoff, innovation is frequently stifled.

If courses are not correlated with changes in area businesses, the relevance of higher education to the state's economy can be easily lost. If students lack grounding in history, literature, art, and social science, they may only be able to make a *living*, not a meaningful *life* for themselves and their community.

- **Make Higher Education Systems More Rational**

States must make sense of their systems, or non-systems, of higher education and must define the goals of each unit. Executive and legislative branches must write clear mission statements for various institutions: universities, branches, state colleges, technical institutes, and community colleges. Some states, for example, could decide that the mission of their community colleges is to provide remedial education for adult functional illiterates or college-bound students. No institution should be everything to everybody. Nor should each one strive to grow into a major research university.

Public officials should establish the broad goals of higher education – internationalizing the curriculum, for example. A statewide systems board should have the authority to allocate budgets and the flexibility to apply them in the context of statewide needs and strengths. Trustee or institutional boards will then exercise the authority to carry out their assigned missions which reflect campus needs and strengths. There should be strict measures of accountability to the state.

- **Base Funding on Improvements in Quality in Return for Greater Accountability**

To achieve parity with higher education systems elsewhere in America, the South must base funding on measureable improvements in quality. Funding should no longer be based on enrollment but on performance. The harder first step will be measuring that performance. Each institution should be allocated both program goals and a fixed lump sum of money, plus the

promise of a bonus or cut based on measured accomplishments over time. Experiments with these approaches are underway in Tennessee and other states.

- **Give More and Better Remedial Education to College-Bound Students**

Problems and solutions are clearly interdependent here. If the South can reduce adult functional illiteracy, and if its commitment to public schools pays off, then in 20 years we will stop paying twice for the education which college freshmen need.

But in 1986, too many students entering southern colleges still need remedial work. It is unjust to keep recruiting students, particularly minority students who have been especially deprived of the basics, to enter college and then leave them to sink or swim. Many will sink. Many are sinking now.

Weak students in the college classroom hold back the entire class. States should consider requirements that deficient students take a concentrated series of remedial classes, either within the university or community college system.

Improving public schools should eventually wipe out the need for remedial help. But since we are still only halfway home, with a long way to go, remedial programs are still needed now.

- **Expand Scholarships for Minorities, Disadvantaged, and Rural Students**

If necessary, the South's relatively low college tuitions can be raised, concurrent with an expanded student aid program for lower income students.

Every state should also encourage its best poor and minority students in high school. But since it would be cruel to have a dream all dressed up with no place to go, state scholarships based on need must enable these students to attend college. Similar strategies can target all good students in poor and rural high schools.

The South must find its brainpower everywhere, and develop it fully. We are all dependent upon it.

- **Build Bridges Between Academia and the Private Sector**

Professors and leaders in business and industry have a lot to learn from one another. Some undergraduates are still being taught how to live and work in an economic and professional world which will disappear before they enter it. Some of the South's engineers will graduate ill-suited to the flexible, systems-oriented and people-based work they must do. The marketplace has become global while the curricula of some business schools remain provincial.

Interdependence, not competition, is needed here. Business has the right and obligation to counsel higher education on the emerging, fast-changing needs of the workplace. Academia has the right and obligation to put this week's market report into a long-range economic context. Some of this is already happening as technological competition is forcing universities and businesses to work more closely together. In Arkansas, for example, the state's Science and Technology Authority helps form these partnerships and funds joint research. Business and learning ought not to be competitors but fellow strugglers, concerned with developing a world in which everyone can flourish.

VI. INCREASE THE SOUTH'S CAPACITY TO GENERATE AND USE TECHNOLOGY BY 1992

Many Southerners still remember their first ride in a barnstormer plane, the first power lines marching through the pasture. Now the technological renaissance swirls around us on all sides. It air-conditions our humid summers, bounces pictures off satellites, and crushes kidney stones without surgery. No century has witnessed such changes in what we do every day, and the easier, speedier way we do everything.

But technology can sit in the South, unused, like the zig-zag sewing machine Grandma was afraid to try. If our policies and programs only build a technology without innovative southern leaders and workers who use it, we will own splendid but dusty machinery which can barely help us compete, not flourish; survive, not thrive.

Whether we welcome it or not, the technological renaissance under its own power will continue changing our work, our homes, where and how big our cities are, our commerce, health, travel, and communications – all the facets of our future. And as technology grows more complex, it will separate even more cruelly those with education and good jobs from those with neither.

Will we react to the technology others bring to our region? Or can we generate it, use it well, and benefit from it on a global scale?

- **Create State and Regional Centers of Excellence**

State and regional centers of excellence must be linked to world-class graduate programs at top universities and located where the quality of life will attract America's outstanding researchers. States should direct resources toward their best science and engineering programs. States can also pool resources for critical technologies in regional centers where all can share costs and benefits. State investment decisions should be market-driven, influenced by the availability of matching funds, and granted only where there are careful independent reviews and regular evaluations.

- **Upgrade Graduate Programs in Science and Technology by 1992**

Private and public money will be needed to improve research facilities and equipment in science, engineering, and other graduate programs. By 1992, the South should expand and improve its graduate schools until they can grant graduate degrees at a nationally competitive rate and quality in science and engineering. To attract the best faculty to teach our best students, research universities need more endowed chairs and more top scholars' programs. Technology and higher education are interdependent.

- **Mandate that States Have an Active Role in Promoting and Applying New Technologies**

Moving new technologies from laboratory to marketplace has often been hit-and-miss. Many states are working here without agreement as to the effective and proper role for the public sector. Universities, for example, should revise their policies to encourage faculty to commercialize their innovations; they should also encourage businesses to build research and development centers on or near campus, provided some of their space is available to faculty and students.

Systematic regional approaches may be another answer. Louisiana, for example, has a system to evaluate the commercial potential of research, then help transfer it to practical use in new or existing industries. States should support and consult the Southern Technology Council about applying such research.

- **Fund the Technological Research Which Sparks the Economy**

The South still spends half the national average on research and development, mostly because it has not yet successfully attracted federal funds. Southerners are justifiably proud of high technology centers such as the Research Triangle Park, Cape Canaveral, Huntsville, or the technology corridor in Tennessee. Yet these are only models for the technological revolution which the South needs to spread more generally across the region.

VII. IMPLEMENT NEW ECONOMIC DEVELOPMENT STRATEGIES AIMED AT HOME-GROWN BUSINESS AND INDUSTRY BY 1992

At one Commission meeting it was said, "We used to think we could face the North and chant three times, 'We are the Sunbelt,' and industry would come rolling down."

For 25 years industry did come rolling down. Lately, recruitment has been compared to the great buffalo hunts of the last century. The stampede is over; herds are no longer plentiful; and 1986 would be a bad year to go into the buffalo hide business.

At one time, our buffalo hunters sold the South as a low-wage, low-tax haven to northern plants that hurried to relocate. Now these industries are either modernizing or moving abroad in search of even lower taxes and lower wages. Both actions leave behind a work force unprepared for more complex jobs in different or changed companies.

Not only do southern workers lack skills to compete for new jobs in new business, but their home communities are also unprepared to offer first class transportation, communication, housing, social and cultural amenities, or schools which these new businesses seek for their employees.

When the buffalo disappeared out West, the day of the cattleman began. We can reduce our dependence on outside recruitment by growing our own business inside the South. This shift will require second-generation strategies new to many state and local economic developers. It will also demand patient money and the public's willingness to accept long-term strategies. Among the models for homegrown business and entrepreneurship are the methods which have led to the recent northeastern economic resurgence.

- **Develop and Assist Entrepreneurs**

More than anything else, the South's future homegrown businesses need the "how-to's" of successful entrepreneurship. Some school districts in Georgia, North Carolina, and Arkansas have school-based enterprise experiments. Other states, at low costs, are pursuing this goal through training in colleges and community groups.

States can also provide "one-stop shopping" to make it easier to get permits and licenses. They can broker information which will match buyers with suppliers, and can invest in non-traditional enterprises such as film-making and aquaculture. When states provide seed capital to firms, they may also extract a small equity position to reduce their costs.

Twenty-five years ago, the states kept hands off the private sector in order to encourage economic growth. Now, since interdependence has become a fact of life, states should examine which hands-on policies can help us grow our own economy from the southern ground up.

- **Forge Stronger Partnerships Between Business and Colleges and Universities**

In the past, states worked successfully with higher education on extension programs which brought modern ideas to farming. Now they must plan strategically to extend innovation and technology to manufacturing and service businesses.

Applying even more modern innovation to industry and agriculture will be crucial to job development. The plan should begin where ideas begin – at the research universities. Resources for specific kinds of research must be allocated, some across state lines, to lead institutions. Industrial extension programs are needed to help business keep up with the latest technology. Changes in state laws can permit businesses to build research centers on or adjacent to campuses, in return for university access to these facilities.

- **Improve State and Local Industrial Recruitment**

While building up its own economy within, the South will still recruit good industry from without, but in different ways. With the buffalo gone, industry hunters will seek new game – service businesses, warehousing and distribution centers, company headquarters, retail and research centers.

Today's recruiters know that water and a railroad line are no longer sufficient inducements. New businesses expect to find an improved work force, literate in English and math, and adaptable to change. Industry prospects will also test a southern location against many appealing cities in other regions. They will be interested in the general quality of life.

Because local initiative is vital in attracting good industrial prospects, states should help mitigate the economic isolation of some rural areas. They can provide better roads or extend them to wherever economic growth is especially needed, improve public transportation, and remove those regulatory barriers which may discourage development of transportation systems by the private sector. Local development organizations can also benefit by consulting on technology and market research with neighboring colleges, as they have done with Western Carolina University in the Appalachians and Morehead State in eastern Kentucky.

VIII. ENHANCE THE SOUTH'S NATURAL AND CULTURAL RESOURCES BY 1992

"Beauty is our money crop," says one of the characters of Georgia novelist Flannery O'Connor. The South, still generally free of the urban sprawl which blights some parts of America, still has time to conserve its money crop, to manage growth wisely, to build houses and plants without paving over its farms, forests, and ponds.

Clean lakes and rivers, the beauty of seacoast and mountain – these are money crops with year-round growing seasons. People vacation here, fish and swim in clean waters, relive the past in Williamsburg, Charleston, Old Salem, and New Orleans. Coastal families earn their livings harvesting fish and shellfish that depend on clean rivers. Today's new businesses are only choosing to locate in areas whose environment and culture will appeal to their employees and families. Beauty has become a "money" crop in varied ways, so for hard economic reasons the South must not undervalue this resource.

To conserve what once was a pristine land, government will need to work with citizen groups. Private citizens and corporate citizens must not contaminate groundwater, pollute air, damage nature or human health. Here, as in every objective of the Commission's report, the people of the South must declare their interdependence – not only with one another, but with the natural world.

- **Establish State Systems of Environmental Management by 1992**

Each state should have an information system – integrated, computerized, and geographically based – to track air and water quality, land use, waste, and wildlife, staffed by trained professionals. Improving information is Step One in improving planning and solving problems. States should work closely with localities and with efforts like the Natural Heritage Programs to correlate information, then distribute it to those who can use it to solve problems.

- **Help Local Governments Manage Growth in Booming Areas by 1992**

Each state should grant localities the ability to raise revenues through development impact fees and real estate transfer fees, so that communities facing rapid growth can afford to manage it. State programs can also promote the local use of environmental impact statements for large projects and provide technical assistance to local leaders as they develop review procedures and fee schedules. By 1992, each state should have a process for reviewing large-scale developments, especially those in important environmental areas.

- **Concentrate on Water Management by 1992**

States should have strategic water management plans which will assign state and local responsibilities for protecting water. The plans should include legislation to protect water quality and adequate funding to implement it. Especially important are the protection of reservoirs and groundwater aquifers, conserving fresh and salt wetlands, and controlling farm and municipal runoff. States and localities must do a better job of managing land near rivers and lakes and in groundwater recharge areas.

- **Improve Waste Management by 1992**

Each state should develop fee schedules for waste generation which will recoup the costs of the safest long-term disposal methods, including long-term monitoring and insurance, and which will also encourage recycling. Quick fixes mislead everyone about the true cost required, and may only postpone problems until they grow into expensive near-emergencies.

- **Preserve Historic, Cultural, and Artistic Resources**

By 1992, states should develop low-interest revolving loan funds, provide tax incentives, and find other creative ways to protect and restore historic areas. Rural landscapes have received less attention, but they also need preserving.

States should also provide, by 1992, public support for the arts which matches the per capita national average. More arts funds should be spent on preserving folk art and culture.

In both areas, interdependence with the private sector should be recognized and encouraged.

IX. DEVELOP PRAGMATIC LEADERS WITH A GLOBAL VISION BY 1992

Of course, the South already has leaders, but what kind?

In challenging situations, it is difficult to lead farther than you have gone yourself, and some of our leaders have never traveled beyond their adjoining county, state, or national boundary. At every level there are some, but not enough, visionary yet pragmatic leaders, people bound by public needs and not political favors, people who can serve their constituencies in a context of serving state and region. Any leader whose vision has both close focus and wide-angle perspective is in touch with the changing world which impinges on us more and more. This new leader is no pipe-dream visionary, but one whose shifting perspectives can save money in the long run.

Most societies have found visionary leaders by good fortune, using the established social order. In the South, it was the "good ol' boy" network and it rarely included good ol' girls, or members of minorities. It is now the region's good fortune to reach out to seek leadership wherever it occurs. To find potential leaders and develop them into its best leaders, the South must start its talent search in earnest.

- **Begin at Once to Develop Leaders, Especially from New Sources**

It takes time to find and develop leadership. Young people can qualify for this long lead-time as early as junior high school. States should identify and train tomorrow's leaders, emphasizing women and those from minorities or rural, small communities. States can offer seed funding for leadership development programs based in schools and communities. The Future Farmers of America, for example, is an old program now being rediscovered as a model for leadership training.

States should work with academic and business leadership in programs especially geared to small communities. Inexpensive rural programs are already being tried in Florida, Georgia, and Arkansas.

- **Improve Local Government Leadership in the South**

Professionals and administrators who lead local governments must apply new technologies to operate more efficiently and competitively. One community's error in issuing public debt, or the construction of a sewerage treatment plant which a community cannot later afford to maintain, can come back to haunt the entire state through deteriorating credit ratings or because of demands that the state bail out bad local decisions.

In some states, model programs at institutes of government or statewide leadership development seminars could be used not only to establish standards of local leadership, but to lift them.

X. IMPROVE THE STRUCTURE AND PERFORMANCE OF STATE AND LOCAL GOVERNMENTS BY 1992

To compete on an international scale, the South cannot resist the hard truth that constant change is here to stay. While change demands different and stronger govenment structures and more planning and spending, southern tradition tugs in the opposite direction.

We have gotten halfway home using government structures left over from horse-and-buggy days. But without jet-age technology, we cannot move forward, upgrade the work force, compensate for reduced federal funding, solve our social problems, or lift schools and colleges to national levels.

Southern government structures will not be ready for the 21st century until they become more interdependent, flexible, and innovative. Only then can they cope with federal budget cuts, retrain the labor force, and protect the best of the South's heritage.

In 1986, these government structures are still too fragmented and too narrowly focused on immediate crisis to reach out for solutions which cut across lines of authority, span terms of office, or incorporate the insights, for example, of the business community.

Recognition of interdependence is forced upon us here. Education has ceased to be a problem of just educators. Jobs are no longer the goal of just the Chamber of Commerce. The farm crisis has not been assigned in some airtight compartment to extension agents and state agricultural departments.

We are all in this together.

- **Implement a Cabinet-level Strategic Planning Process in Every State by 1992**

Too often our southern states operate on a two to four year view, and state governments limit themselves to the quick fix between elections. Meantime, state problems, needs, and costs stretch far into the future. At the very least, a four to six year view is needed in policy and planning.

Each governor should create a cabinet level position for overseeing the planning mandate – not necessarily to create the plan, but to coordinate agreement among leaders on programs, problems, and the state's mission. It is important that existing state offices be encouraged to interact, not merely to create a new layer of bureaucracy.

Policy must also be broadened, bringing together many elements of state government. An even broader view will occur when the electorate itself is consulted, when states plan wisely by opening the process to participation by individuals and businesses. Citizens who do not share a vision of the future may oppose and resist change because of their private and limited perspectives.

- **Consolidate the Executive Branch and Expand the Governor's Authority; and Increase Legislative Expertise**

Executive branches of state government in the South need fewer elective officials and fewer independent boards and commissions, with less scattering of effort and money. Governors should have the opportunity to serve two consecutive terms and should also have the power to reorganize their administrations.

Legislators, too, cannot look ahead with depth perception unless greater staff capacity helps them relate national and international issues to their states and districts. Because problems take no vacations, interim subcommittees and legislative staff should keep functioning between sessions, just as legislators should continue to study and learn. Four-year terms should be considered for members of both houses of the state legislatures.

- **Sort Out Roles of Federal, State, and Local Government**

Under the twin pressures of growth at the top and poverty at the bottom, the South cannot underestimate the worth of some federal infrastructure and social service programs. Its leaders must defend those programs which need to be preserved, such as Medicaid. Other functions shared by all levels of government must be sorted out using criteria of efficiency and ability. Such sorting can be done through existing regional and national organizations such as the National Governors' Association and the Southern Governors' Association.

- **Cross Local Government Lines, Too**

For years Southerners have vowed that a government less focused in Washington and closer to home would be more efficient. With federal money disappearing, the opportunity to act upon our own words is upon us.

But the South cannot respond to this challenge with its 19th century pattern of local government developed when the county seat was located within one day's horseback ride. Today we hurry across all boundaries at high horsepower, and our problems will not stay localized.

States should consider consolidating some local governments. In other cases, joint efforts can solve persistent joint problems, and local governments need to explore and try other interdependent new approaches.

Southerners who work together can find a way, not an excuse. To encourage larger units of cooperation, states should offer incentives and encourage regional planning.

CAN WE MAKE IT HOME? A CONCLUSION

Two centuries ago, when Benjamin Franklin looked up from signing the Declaration of Independence which was to transform a colony into a nation, he remarked, "We must all hang together, else we shall all hang separately."

As the Commission listened to concerned Southerners from every state, it became clear that the 1776 spirit of independence is still alive and well in our rugged individualism. But, something else has also become clear – a growing awareness that in today's world the good life of one individual is inextricably linked to the good life of the next. The South is part of a complex nation and a shrinking world.

The choice is one of action or inaction, of moving forward from this crossroads on our continuing journey home or of freezing in our tracks with little prospect of ever completing the journey.

If we fail to address the ten objectives in this report, we – unlike the signers of that original Declaration – will not literally "hang." We will, instead, simply stand still while a bustling world economy moves into the next century and leaves us behind. All the South's overlapping, interwoven problems would still be with us; all the population's interdependent needs will still confront the region's leaders. We will continue to share a heritage, but our common future will be much darker than a Sunbelt ought to be.

By forging this new Declaration of Interdependence, however, we can renew our journey home. By taking action on these regional objectives, we can honor the past while moving into the future and building for ourselves and our children a resilient, competitive, and humane society which will, by 1992, bring us a lot closer to home.

Cross-cutting Consultants

Internationalization

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Urban/Rural

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Interim Director
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Quality of Life

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Public Infrastructure and Entrepreneurship

Roger Vaughn
Economic Consultant

Equity

Lucy Watkins
Consultant

Other Consultants

Jim Tait, General Consultant

Jim Godwin, Meeting Facilitator

Paul Essex, Development Consultant

The Associate Membership Program

The Associate Membership Program addresses economic challenges in the South by encouraging a partnership between the public and private sectors. Associate memberships include corporations, non-profit organizations, and educational institutions.

Dues from the Associate Membership Program go into the Fund for the Future of the South, a permanent source of financial support for the Board. The Fund is used to carry out special projects in economic development and other areas crucial to implementing the recommendations of the 1986 Commission on the Future of the South.

Corporations may become Associate members by paying tax-deductible annual dues of at least $1,000. Dues for public, non-profit organizations are $250 per year. Any corporation or organization contributing $2,500 or more is a **Sustainer of the Fund for the Future of the South** and receives special recognition for its support. Over 50 leading corporations became Sustainers during this program year.

For more information about the Associate Membership Program, please write: The Southern Growth Policies Board, PO Box 12293, Research Triangle Park, NC 27709. Telephone (919) 549-8167.

The Local Governments Advisory Committee

One of the Board's affiliated organizations is the Local Governments Advisory Committee (LGAC), which consists of representatives of municipal leagues and county associations in member states. The LGAC provides advice and makes recommendations to the Board regarding local government issues and concerns. Current members include:

Alabama League of Municipalities
Arkansas Municipal League
Florida League of Cities
Georgia Municipal Association
Kentucky Muncipal League
Municipal Association of South Carolina
North Carolina Association of County Commissioners
North Carolina League of Municipalities
Oklahoma Muncipal League
State Association of County Commissioners of Florida
Virginia Muncipal League

SUSTAINERS OF THE FUND FOR THE FUTURE OF THE SOUTH

AT&T

Akzo America, Inc.

Alabama Power Company

Alcoa Foundation

Alumax, Inc.

American Can Company Foundation

AmSouth Bank

Ashland Oil Foundation, Inc.

Barnett Banks of Florida, Inc.

Bear, Stearns & Co., Inc.

BellSouth

C&P Telephone Company

Carolina Power & Light Company

Centel Corporation

Citizens & Southern National Bank

Drexel Burnham Lambert, Inc.

Duke Power Company

Dynamet, Inc.

E.F. Hutton & Company, Inc.

Ethyl Corporation

Exxon Company, U.S.A.

First Boston Corporation

Florida Crushed Stone Company

General Electric

Georgia-Pacific Corporation

Goldman, Sachs & Company

Hunton & Williams

International Business Machines

International Paper Company

Jefferson Pilot Corporation

Knight-Ridder Newspapers, Inc.

(The) Kroger Company

Lance, Inc.

MCA, Inc.

Merrill Lynch Capital Markets

Middle South Utilities

Morgan Stanley & Company, Inc.

NCNB Corporation

Northern Telecom

Philip D. Lewis, Inc.

Pompano Park Associates Limited Partnerships

RJR Nabisco

Roanoke Electrical Steel Corporation

Safeway Corporation

Seaboard System Railroad

Smith-Barney, Harris Upham & Company

Solite Corporation

Southern Bell

Sovran Bank, N.A.

SunTrust Banks, Inc.

Telex Computer Products, Inc.

Tennessee Valley Authority

Union Pacific Corporation

University of Arkansas (McCap Project)

United Virginia Bank

Wachovia Bank & Trust Company, N.A.

Westinghouse Electric Corporation

(The) Williams Companies

CORPORATE

A.B.C. Liquors, Inc.
American Ship Building Company
Arkansas Louisiana Gas Company
Arvida Disney Corporation
Atlantic Research Corporation
Bank of Virginia
Bankers Trust of South Carolina
Baxter-Travenol Laboratories
Blossman Gas, Inc.
Bowater, Inc.
Broyhill Foundation Incorporated
CSI Group, Inc.
CSX Corporation
Campbell Soup Company
Cardinal Industries, Inc.
Chem-Nuclear Systems, Inc.
Chevron, U.S.A., Inc.
(The) Coca Cola Company
Colonial Life & Accident Insurance Company
Contel Corporation
Daniel International Corporation
Delta Air Lines, Inc.
Deposit Guaranty National Bank
E.I. du Pont de Nemours Company
Ergon, Inc.
First American Corporation
First Atlanta Corporation
First Union National Bank
Freeport-McMoRan, Inc.
General Telephone Company of the South
Georgia Power Company
Great Northern Nekoosa Foundation, Inc.
HCA The Healthcare Company
Hancock Bank
Hughes Eastern Petroleum, Ltd.
James N. Gray Construction
J.P. Stevens & Company, Inc.
Jockey International, Inc.
Johnson & Johnson
Kentucky Power Company
Kentucky Utilities Company
Liberty National Bank
Lowe's Charitable & Educational Foundation
Maybelline Company
McCarty Farms, Inc.
Mississippi Power Company
Mobile Communications Corp. of America
Munro Petroleum & Terminal Corporation
Noland Company
Norfolk Southern Foundation
Oklahoma Gas & Electric Company
Peabody Coal Company
Piedmont Natural Gas
Richmond, Fredericksburg and Potomac Railroad Co.
Ruddick Corporation
Ryder Systems, Inc.
Sears, Roebuck & Company
Sinclair Oil Company
Sonoco Foundation
South Carolina Electric & Gas Co.
Southern Bank
Southwestern Bell Telephone Company
Springs Industries
Tampa Electric Company
Thalhimers Brothers Foundation
The Boeing Company
The Liberty Corporation
The Southland Corporation
The State-Record Company
The Telex Corporation
Transgulf Pipeline Company
Union Camp Corporation
Universal Leaf Tobacco Co., Inc.
Vulcan Materials Company
Webb Brothers Company

NON-PROFIT

Alabama Commission on Higher Education
Alabama Foreign Trade Relations Commission
Alcorn State University
Appalachian State University
Arkansas College
Arkansas State University
Arkansas Tech University
Auburn University
Auburn University at Montgomery
Barren River Area Development District
Big Sandy Area Development District
Blue Cross/Blue Shield
Bluegrass Area Development District, Inc.
Broward Community College
Business Council of Georgia
Campbell University
Central Midlands Regional Planning Council
Central Mississippi Planning & Development District
Charleston Trident Chamber of Commerce
Chowan College
(The) Citadel
Clemson University
Clemson University/RRDI
Cobb County Chamber of Commerce
Community Development Foundation
Consolidated Healthcare, Inc.
Cumberland Valley Area Development District
Dalton-Whitfield Chamber of Commerce
Daytona Beach Community College
Denmark Technical College
East Arkansas Community College
East Arkansas Planning and Development District
East Carolina University Regional Development Center
East Central Mississippi Planning & Development District
Eastern Kentucky University
Elizabeth City State University
FIVCO Area Development District
Florida A&M University
Florida Southern College
Florida State University
Fort Valley State College Extension Program (1890)
Garland County Community College
Gaston County Economic Development Commission
Gateway Area Development District
George C. Wallace Community College
George McLean Institute for Community Development
Georgia Farm Bureau Federation
Georgia Institute of Technology
Georgia Mountains Planning & Development Commission
Georgia Ports Authority
Golden Triangle Planning & Development District
Greater Columbia Chamber of Commerce
Greater Greenville Chamber of Commerce
Greater Macon Chamber of Commerce
Greater Raleigh Chamber of Commerce
Gulf South Research Institute
Hardy Harris Foundation
Henderson State University
Hendrix College
Industrial Developers of Arkansas
International Business Council
Itawamba Junior College
Jacksonville State University
Jefferson State Junior College
Kennesaw College
Kentuckiana Regional Planning & Development District
Kentucky Chamber of Congress
Kentucky Industrial Development Corporation
Kentucky River A.D.D.
Lake Cumberland Area Development District, Inc.
Lenoir-Rhyne College
Lincoln Trail Area Development District
Livingston University
Louisiana Public Facilities Authority
Louisiana State University
Louisville Chamber of Commerce

MDC, Inc.
Magnolia State Foundation
Memphis State University
Meridian Junior College
Metropolitan Tulsa Chamber of Commerce
Miami-Dade Community College
Microelectronics Center of North Carolina
Midlands Technical College
Mississippi College
Mississippi Delta Junior College
Morris College
Murray State University
Myrtle Beach Chamber of Commerce
North Arkansas Community College
North Carolina Central University
North Carolina Japan Center
North Carolina State University
North Central Mississippi Planning & Development District
North Delta Mississippi Planning & Development District
Northeast Mississippi Planning & Development District
Northwest Louisiana State University
Northern Kentucky University
Northern Kentucky Area Development District
Nova University
Old Dominion University
Palm Beach Atlantic College
Pennyrile Area Development District
Pensacola Junior College
Phillips County Community College
Port of Lake Charles
Port of New Orleans
Purchase Area Development District
Queens College
Santee-Lynches Council of Governments
S.C. Sea Grant Consortium
SE Arkansas Economic Development District, Inc.
SW Arkansas Planning & Development District
Shreveport Chamber of Commerce
South Carolina Ports Authority
South Delta Mississippi Planning & Development District
Southern Arkansas University
Southern Forest Institute
Southern Group of State Foresters
Southern Mississippi Planning & Development District
Southern Rural Development Center
Southern Technical Institute
Southwest Mississippi Planning & Development District
Spartanburg Area Chamber of Commerce
State of Alabama Community Colleges
Three Rivers Planning & Development District
Trident Technical College
Tulane University
Tulane University - External Affairs
University of Alabama - Birmingham
University of Alabama, Department of External Affairs
University of Alabama System
University of Arkansas - Fayetteville
University of Arkansas - Little Rock
University of Arkansas - Research & Public Service
University of Central Arkansas
University of Central Florida
University of Louisville
University of Miami
University of Montevallo
University of South Carolina
University of Southern Alabama
University of Southern Mississippi
University of South Florida
Upper Savannah Council of Governments
USC Coastal Carolina College
Virginia Polytechnic Institute
Westark Community College
West Central Arkansas Planning & Development District
West Virginia Business Roundtable
Western Kentucky University

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1986 Commission on the Future of the South

Published Documents

Halfway Home and A Long Way to Go
The Final Report of the 1986 Commission
on the Future of the South

The Report of the Committee on Technology and Innovation

The Report of the Committee on Human Resource Development

The Report of the Committee on Government Structure
and Fiscal Capacity

Cross-cutting Issue Report No. 1:
Financing Economic Development in the South:
Public Infrastructure and Entrepreneurship

Cross-cutting Issue Report No. 2:
Equity: The Critical Link in Southern Economic Development

Cross-cutting Issue Report No. 3:
Rural Flight/Urban Might:
Economic Development Challenges for the 1990s

Cross-cutting Issue Report No. 4:
International Trends and Policy Implications
for Southern Economic Development

Cross-cutting Issue Report No. 5:
Education, Environment, and Culture:
The Quality of Life in the South

The Southern Growth Policies Board will provide up to three copies of *Halfway Home and A Long Way to Go* free of charge. Additional copies are one dollar each. The support documents are priced at three dollars each. A complete set of all nine Commission documents is twenty dollars.

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